

**DEPARTMENT OF ENGLISH**  
**ENGLISH – COMMUNICATIVE**  
**CONTINUOUS AND COMPREHENSIVE EVALUATION**  
**ACADEMIC SESSION 2011-2012**

**Conversation Skills Assessment Scale for Classes VII, VIII, IX, X, XI and XII**

**Listening**

The Learner

1. Shows general ability to understand words and phrases in a familiar context but cannot follow connected speech;
2. Has ability to follow short connected utterances in a familiar context
3. Has ability to understand explicitly stated information in both familiar and unfamiliar contexts
4. Understands a range of longer spoken texts with reasonable accuracy, and is able to draw inferences
5. Shows ability to interpret complex discourse in terms of points of view; adapts listening strategies to suit different purposes.

**Speaking**

The Learner

1. Shows ability to use only isolated words and phrases but cannot operate at connected speech level
2. In familiar situation, uses only short connected utterances with limited accuracy
3. Shows ability to use more complex utterances with some fluency in longer discourse; still makes some errors which impede communication;
4. Organizes and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations; makes errors which do not interfere with communication;
5. Can spontaneously adopt style, appropriate to purpose and audience; makes only negligible errors.

The overall assessment policy for all classes seeks to measure the four skills. Speaking has been covered under conversation skills, and is clearly not assessable through a written assignment. Listening and reading, however, can be assessed in this way, through activities which lead to a written product such as notes, a table or a summary. This type of assessment however should not be a test of writing skills. Students should be awarded marks as objectively as possible according to the extent to which they have understood, whether through reading or through listening. They should not be penalized in such assignments for errors in punctuation, spelling or grammar.

Other assignments, however, will focus on writing skills and involve extended writing. This takes place through writing skills activities in the Main Course Book, and via certain activities in

the Literature Reader. Assessment of written work forms an important and integral part of the overall assessment of the student's ability in the use of the English language. It is in this area very often that subjectivity creeps in and mars the judgment in evaluation because of a lack of clear-cut guidelines for the teachers.

In the new curriculum for English, each student's written work has to be assessed throughout the year in an informal manner. For this, it becomes essential to provide a rating scale to help teachers to make formative assessment objective and uniform. The assignments should vary each year. Throughout the year, the teacher should keep a record of marks awarded for assignments and activities carried out as part of formative assessment.

### **Reading Project**

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The purpose is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyze and evaluate it with objectivity and fairness. This will also help students in learning and acquiring better language skills.

Creating learners for the 21st century involves making them independent learners who can 'learn, unlearn and relearn' and if our children are in the habit of reading they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly, it is an interactive dialogue between the author and the reader in which the reader and author share their experiences and knowledge with each other which helps them to understand the text and impart meaning to the text other than what the author himself may have implied.

Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them. They not only recall what they read but comprehend it too. Their critical reading and understanding of the text helps them create new understanding, solve problems, infer and make connections to other texts and experiences. Reading does not mean reading for leisure only but also for information, analysis and synthesis of knowledge. The child may be encouraged to read on topics as diverse as science and technology, politics and history. This will improve his/her critical thinking skills and also help in improving his/her concentration.

### **Reading any text should be done with the purpose of:-**

1. Reading silently at varying speeds depending on the purpose of reading
2. Adopting different strategies for different types of texts, both literary and non-literary
3. Recognizing the organization of a text
4. Identifying the main points of a text
5. Understanding relations between different parts of a text through lexical and grammatical cohesion devices
6. Anticipating and predicting what will come next
7. Deducing the meaning of unfamiliar lexical items in a given context
8. Consulting a dictionary to obtain information on the meaning and use of lexical items

9. Analyzing, interpreting, inferring (and evaluating) the ideas in the text
10. Selecting and extracting from text information required for a specific purpose
11. Retrieving and synthesizing information from a range of reference material using study skills such as skimming and scanning
12. Interpreting texts by relating them to other material on the same theme (and to their own experience and knowledge)
13. Reading extensively on their own for pleasure

A good reader is most often an independent learner and consequently an independent thinker capable of taking his/her own decisions in life rationally. Such a learner will most assuredly also be capable of critical thinking.

Reading a book should lead to creative and individual response to the author's ideas presented in the book in the form of:-

- Short review
- Dramatization of the story
- Commentary on the characters
- Critical evaluation of the plot, story line and characters
- Comparing and contrasting the characters within the story and with other characters in stories by the same author or by the other authors
- Extrapolating about the story's ending or life of characters after the story ends
- Defending characters' actions in the story.
- Making an audio story out of the novel/text to be read out to younger children.
- Interacting with the author
- Holding a literature fest where various characters interact with each other
- Acting like authors/poets/dramatists, to defend their works and characters.
- Symposiums and seminars for introducing a book, an author, or a theme
- Finding similar text in other languages, native or otherwise and looking at differences and similarities.
- Creating graphic novels out of novels/short stories read
- Dramatizing incidents from a novel or a story
- Creating their own stories

1. A Reading Project of 10 marks has been introduced in class IX & X.
2. Schools may use books of their own choice.
3. Schools can vary the level but at least one book per term is to be read by every child.

#### **Teachers may opt for:-**

- One book;
- Books by one author; or
- Books of one genre; to be read by the whole class.

Teacher may select books suitable to the age and level of the learners. Care ought to be taken to choose books that are appropriate in terms of language, theme and content and which do not hurt the sensibilities of any child.

Teachers may later suggest books from other languages but dealing with the same themes as an extended activity.

The Project should lead to independent learning/ reading skills and hence the chosen book/selection should not be taught in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a child's progress or success in reading the book by asking for verbal or written progress reports, looking at the diary entries of students, engaging in a discussion about the book, giving a short quiz or a worksheet about the book/ short story. The mode of intermittent assessment may be decided by the teacher as she/ he sees fit.

These may be used for Formative Assessment (F1, F2, F3 and F4) only. Various modes of assessment such as conducting Reviews, Discussions, Open Houses, Exchanges, Interact with the Author, writing scripts for plays can be considered.

Recommendations:

One Title for Holiday Reading Project for each Class

One Title for Book Review Projects for each Class

While the Title for Book Review Projects for each Class would be decided later the titles for the Holiday Reading Project are as follows:

**Class VII:** Charlie and the Chocolate Factory by Roald Dahl

**Class VIII:** School Days edited by Ruskin Bond

**Class IX:** The Hitchhiker's Guide to the Galaxy by Douglas Adams

**Class X:** Book of Verse by Ruskin Bond

**Class XII:** Jonathan Livingston Seagull by Richard Bach

## Class VII

Written and Verbal Communication Skills/Activities: Telephonic Conversation, Playing Radio Jockey, Group Discussion, JAM, Turncoat, Mock Interviews, Debates, Advertisement enactment/ Ad making, enacting a situation etc. depending on the discretion of the teacher. The input for this activity would be given to the Class beforehand. Most activities might take multiple lessons to complete.

### **FAI**

1. Reading Comprehension
2. Paragraph Writing based on Verbal/Visual Stimuli

### **Literary Reader:**

1. A Tiger in the House
2. Wild Duck

### **Main Course Book:**

1. MCB Unit 1 Caring

### **Workbook:**

1. Worksheet 1

### **FAII**

1. Reading Comprehension
2. Paragraph Writing based on Verbal/Visual Stimuli
3. Letter Writing Formal/Informal

### **Literary Reader:**

1. The Road not taken
2. Lost
3. The Light of other days

### **Main Course Book:**

1. MCB Unit 2 Music

### **Workbook:**

1. Worksheet 2
2. Revision Paper: 1

**SAI**

1. Reading Comprehension
2. Paragraph Writing based on Verbal/Visual Stimuli
3. Letter Writing Formal/Informal
4. Story Writing
5. Notice Writing

**Literary Reader:**

1. The Rogue
2. Dreaming the Unicorn
3. The Gift

**Main Course Book:**

1. MCB Unit 3 Cities

**Workbook:**

1. Worksheet 3

**FAIII**

1. Reading Comprehension
2. Paragraph Writing based on Verbal/Visual Stimuli
3. Letter Writing Formal/Informal
4. Story Writing
5. Notice Writing

**Literary Reader:**

1. The Walking Stick Story
2. Voices

**Main Course Book**

1. MCB Unit 4 Sports
2. MCB Unit 5 Food

**Workbook:**

1. Worksheet: 4
2. Worksheet: 5
3. Revision Paper: 2

**FA IV**

1. Reading Comprehension
2. Paragraph Writing based on Verbal/Visual Stimuli
3. Letter Writing Formal/Informal
4. Story Writing
5. Notice Writing

**Literary Reader:**

1. Rip Van Winkle
2. The Tale of Custard the Dragon

**Main Course Book:**

1. MCB Unit 6 Natural Disasters
2. MCB Unit 7 Famous People

**Workbook:**

1. Worksheet: 6
2. Worksheet: 7

**SAII**

1. Reading Comprehension
2. Paragraph Writing based on Verbal/Visual Stimuli
3. Letter Writing Formal/Informal
4. Story Writing
5. Notice Writing

**Literary Reader:**

1. Childhood Days
2. Princess Swan

**Main Course Book:**

1. MCB Unit 8 Internet

**Workbook**

1. Worksheet: 8
2. Revision Paper: 3

## Class VIII

Written and Verbal Communication Skills/Activities: Telephonic Conversation, Playing Radio Jockey, Group Discussion, JAM, Turncoat, Mock Interviews, Debates, Advertisement enactment/ Ad making, enacting a situation etc. depending on the discretion of the teacher. The input for this activity would be given to the Class beforehand. Most activities might take multiple lessons to complete.

### **FAI**

1. Reading Comprehension
2. Paragraph Writing based on Verbal/Visual Stimuli
3. Notice Writing
4. Message Writing

### **Literary Reader:**

1. Young Impala and the Hippopotamus
2. We are going to see the rabbit
3. A Slight Misunderstanding

### **Main Course Book:**

1. Unit: Trees

### **Workbook:**

1. Worksheet: 1

### **FAII**

1. Reading Comprehension
2. Paragraph Writing based on Verbal/Visual Stimuli
3. Letter Writing Formal/Informal
4. Diary Entry

### **Literary Reader:**

1. Cricket in the Road
2. The Banyan Tree

### **Main Course Book:**

1. Unit: The Girl Child

**Workbook:**

1. Worksheet: 2
2. Revision Paper I

**SAI**

1. Reading Comprehension
2. Paragraph Writing based on Verbal/Visual Stimuli
3. Letter Writing Formal/Informal
4. Story Writing
5. Notice Writing
6. Diary Entry
7. Message Writing

**Literary Reader:**

1. Teeny Tiny and the Witch Woman
2. The Open Window
3. Miracles

**Main Course Book:**

1. Unit: Conflict

**Workbook:**

1. Worksheet: 3

**FAIII**

1. Reading Comprehension
2. Paragraph Writing based on Verbal/Visual Stimuli
3. Letter Writing Formal/Informal
4. Story Writing
5. Notice Writing

**Literary Reader:**

1. The Winning Team
2. Heart and Hands

**Main Course Book:**

1. Films
2. Humour

**Workbook:**

1. Worksheet: 4
2. Worksheet: 5

**FA IV**

1. Reading Comprehension
2. Paragraph Writing based on Verbal/Visual Stimuli
3. Letter Writing Formal/Informal
4. Story Writing
5. Notice Writing
6. Diary Entry
7. Message Writing

**Literary Reader:**

1. Stopping by Woods on a Snowy Evening
2. Checkmate

**Main Course Book:**

1. Mythology
2. Space

**Workbook:**

1. Worksheet: 6
2. Worksheet: 7
3. Revision Paper 2

**SAII**

1. Reading Comprehension
2. Paragraph Writing based on Verbal/Visual Stimuli
3. Letter Writing Formal/Informal
4. Story Writing
5. Notice Writing

**Literary Reader:**

1. Then and Now
2. The Merchant of Venice

**Main Course Book:**

1. Language

**Workbook:**

1. Worksheet: 8
2. Revision Paper 3

## **THE CBSE HAS DESIGNED 2 YEAR INTEGRATED SYLLABUS FOR CLASSES IX AND X**

Written and Verbal Communication Skills/Activities: Telephonic Conversation, Playing Radio Jockey, Group Discussion, JAM, Turncoat, Mock Interviews, Debates, Advertisement enactment/ Ad making, enacting a situation etc. depending on the discretion of the teacher. The input for this activity would be given to the Class beforehand. Most activities might take multiple lessons to complete

### **SECTION A: READING (IX & X)**

1. Reading Comprehension

### **SECTION B: WRITING (IX & X)**

1. Biographical Sketch (expansion of notes on an individual's life or achievements into a short paragraph)
2. Notice
3. Message
4. Data Interpretation
5. Dialogue Writing
6. Description (People, Objects, Places, Events).
7. Formal Letter
8. Informal letter
9. Email.
10. Diary Entry
11. Article
12. Speech
13. Story Writing/Story completion based on the verbal/visual stimuli
14. Debate.
15. Report Writing
16. Story Writing

### **GRAMMAR (IX & X)**

1. Verb forms, sentence structure, connectors, determiners, pronouns, prepositions, clauses, phrases, etc.
2. Gap-filling
3. Cloze (gap filling exercise with blanks at regular intervals)
4. Sentence completion
5. Sentence Reordering/ Reordering word groups into sentences
6. Editing
7. Omissions
8. Dialogue-completion
9. Sentence-transformation

All formative and summative assessments will test recycled grammar items listed above and learnt over a period of time.

## **CLASS IX LITERATURE READER**

### **CLASS IX LITERARY READER (FA I)**

1. How I Taught My Grandmother to Read
2. The Brook
3. The Road Not Taken

### **CLASS IX LITERATURE READER (FA II)**

1. A Dog Named Duke
2. The Solitary Reaper
3. Lord Ullin's Daughter
4. Villa for Sale

### **CLASS IX LITERATURE READER (SA I)**

1. How I Taught My Grandmother to Read
2. A Dog Named Duke
3. The Brook
4. The Road Not Taken
5. The Solitary Reaper
6. Lord Ullin's Daughter
7. Villa for Sale

### **CLASS IX LITERATURE READER (FA III)**

1. The Man who knew too much
2. Keeping it form Harold
3. The Seven Ages
4. Oh, I wish I'd looked after me teeth

### **CLASS IX LITERATURE READER (FAIV)**

1. Best Seller
2. Song of the Rain
3. The Bishop's Candlesticks

### **CLASS IX LITERATURE READER (SA II)**

1. The Man who knew too much
2. Keeping it from Harold
3. Best Seller
4. The Seven Ages
5. Oh, I wish I'd looked after me teeth

6. Song of the Rain
7. The Bishop's Candlesticks

**CLASS IX MAIN COURSE BOOK**

**CLASS IX MAIN COURSE BOOK (FA I)**

1. People
2. Adventure

**CLASS IX MAIN COURSE BOOK (FA II)**

1. Environment
2. The Class IX Radio and Video Show

**CLASS IX MAIN COURSE BOOK (SA I)**

1. People
2. Adventure
3. Environment
4. The Class IX Radio and Video Show

**CLASS IX MAIN COURSE BOOK (FA III)**

1. Mystery

**CLASS IX MAIN COURSE BOOK (FA IV)**

1. Children
2. Sports and Games

**CLASS IX MAIN COURSE BOOK (SA V)**

1. Mystery
2. Children
3. Sports and Games

**CLASS X LITERATURE READER****CLASS X LITERATURE READER (FA I)**

1. Two Gentlemen of Verona
2. The Letter
3. The Frog and the Nightingale
4. Mirror

**CLASS X LITERATURE READER (FA II)**

1. Mrs. Packletide's Tiger
2. Not Marble, nor the Gilded Monuments
3. The Dear Departed

**CLASS X LITERATURE READER (SA I)**

1. Two Gentlemen of Verona
2. Mrs Packletide's Tiger
3. The Letter
4. The Frog and the Nightingale
5. Mirror
6. Not Marble, nor the Gilded Monuments
7. The Dear Departed

**CLASS X LITERATURE READER (FA III)**

1. A Shady Plot
2. Patol Babu, Film Star
3. Ozymandias
4. The Rime of the Ancient Mariner

**CLASS X LITERATURE READER (FA IV)**

1. Virtually True
2. Snake
3. Julius Caesar

**CLASS X LITERATURE READER (SA II)**

1. A Shady Plot
2. Patol Babu, Film Star
3. Ozymandias
4. he Rime of the Ancient Mariner
5. Virtually True
6. Snake
7. Julius Caesar

**CLASS X MAIN COURSE BOOK (FA I)**

1. Health and Medicine

**CLASS X MAIN COURSE BOOK (FA II)**

1. Education
2. Science

**CLASS X MAIN COURSE BOOK (SA I)**

1. Health and Medicine
2. Education
3. Science

**CLASS X MAIN COURSE BOOK (FA III)**

1. Environment
2. Travel and Tourism

**CLASS X MAIN COURSE BOOK (FA IV)**

1. National Integration

**CLASS X MAIN COURSE BOOK (SA II)**

1. Environment
2. Travel and Tourism
3. National Integration

## CLASS XI

### **July:**

Lesson - The Summer of White Horses

Lesson - The Address

Lesson - Ranga's Marriage

Verbal Communication skills

Note making

### **August:**

Lesson - Albert Einstein at School

Lesson - Mother's Day

Lesson – The Portrait of a Lady

Verbal Communication skills

Classified Advertisement

Notices

### **September:**

Poem – A Photograph

Lesson – We Are Not Afraid to Die

Lesson – Discovering Tut

Verbal Communication skills

Posters

**October/November:**

Poem – The Laburnum Top

Lesson - The Ghat of the Only World

Poem – Landscape of the Soul

Verbal Communication skills

Speech

Debates

Lesson - The Voice of the Rain

Lesson – Birth

Verbal Communication skills

Articles

Report

**January:**

Poem - The Tale of Melon City

Lesson - The Ailing Planet

Verbal Communication skills

Resume/Curriculum Vitae

Letters to the Editor

## CLASS XII

### **April:**

The Last Lesson

The Lost Spring

My Mother at 66

An Elementary School Classroom in a slum

The Third Level

Verbal Communication skills

Note making, Summary Writing

### **July:**

Deep Water

The Rat Trap

The Tiger King

Keeping Quiet

A Thing of Beauty

Verbal Communication skills

Classified Advertisement

Notices

### **August:**

Indigo, Poets and Pancakes

A Roadside Stand

Journey to the end of the Earth

The Enemy

Verbal Communication skills

Posters

**September:**

The Interview, Going Places

Poem – Aunt Jennifer’s Tigers

Should Wizard hit mommy

On the face of it

Verbal Communication skills

Speech

Debates

**October/November**

Evans tries an O Level

Memories of childhood

The cutting of my long hair

We too are human beings

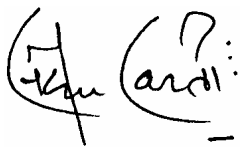
Verbal Communication skills

Articles

Report

Resume/Curriculum Vitae

Letters to the Editor

A handwritten signature in black ink, appearing to read 'Anand' with a question mark above the 'd' and a horizontal line below it.

Head of English  
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